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ABSTRACT

In its second year, the Bilingual Academic Services and Integrated Career Systems (BASICS) Program served 104 limited-English-proficient students at Bayside High School in Queens (New York City). Project goals were to develop English literacy skills, produce an organizing framework of thinking and language skills across the curriculum, generate a career education and exploration sequence, and prepare students for the psychosocial dimensions of work. Instructional activities included three levels of English-as-a-Second-Language instruction (ESL), two social studies courses taught with an ESL approach, and mainstream content area and vocational classes. The non-instructional component consisted of staff development, parent involvement, and support services (guidance, counseling, and tutoring). The project met its objectives in ESL, ESL-based content classes, and curriculum development. The program met two of three objectives for career-oriented activities, but failed to meet its objective for attendance. Recommendations for program improvement include strengthening efforts to improve attendance by improved contact with parents and peer counseling, keeping records of parent attendance, developing and implementing new techniques for parent involvement, and revising the evaluation design. (Author/MSE)

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OREA Report

EVALUATION SECTION REPORT

THE BILINGUAL ACADEMIC SERVICES AND INTEGRATED CAREER SYSTEMS PROGRAM

BASICS

1988-1989

U.S. DEPARTMENT OF EDUCATION
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March 1990

EVALUATION SECTION REPORT

THE BILINGUAL ACADEMIC SERVICES AND INTEGRATED CAREER SYSTEMS PROGRAM

BASICS

1988-1989

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PROJECT BASICS
1988-89

SUMMARY

- Program personnel have fully implemented Project BASICS. The program developed curricula and provided staff development and parent involvement activities. During the 1988-89 school year, all participating students with limited English proficiency (LEP students) at Bayside High School received instruction in English as a Second Language (E.S.L.), content area classes, career education, and extracurricular career-oriented activities. The program also provided a job placement component.

- The program met its objectives for E.S.L., content area courses, and curriculum development; it partially met objectives for career-oriented activities. The program did not meet its student attendance component.

The Bilingual Academic Services and Integrated Career Systems (BASICS) program was an Elementary and Secondary Education Act (E.S.E.A.) Title VII-funded program of instructional and support services. BASICS' goals were to develop English literacy skills, to produce an organizing framework of thinking and language skills across the curriculum, to generate a sequence of career education and exploration, to instill appreciation of cultural diversity, and to prepare students for the psycho-social dimensions of work. In its second year of a three-year funding cycle, the project served 104 Limited English Proficient (LEP) students at Bayside High School in Queens.

Project BASICS' instructional activities included three levels of E.S.L., two social studies courses taught with an E.S.L. approach, and mainstream content area and vocational classes. Its non-instructional component consisted of staff development, parental involvement, and support services - guidance, counseling, and tutoring. Students were assigned to the program on the basis of their Language Assessment Battery (LAB) scores, personal interviews, school records, and parental request. Level of language proficiency determined each student's placement within the program.

To evaluate the project, personnel from the Office of Research, Evaluation, and Assessment (OREA) interviewed the project director, analyzed questionnaires and data furnished by program staff, observed E.S.L. classes, and examined course passing rates and LAB scores.

Project BASICS was able to meet its objectives for E.S.L. and E.S.L.-based content area classes as well as curriculum development. It met two of its three objectives for career-oriented activities. The program failed to meet its objective for student attendance.

The conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Strengthen efforts to improve students' attendance by having greater parental contact and instituting peer counseling.
- Keep records of parents' attendance at project activities.
- Develop and implement new techniques to increase parent involvement.
- Revise the evaluation design: find (or create) and use an instrument to measure whether or not students' occupational aspirations improve.

TABLE OF CONTENTS

		PAGE
I.	INTRODUCTION	1
	Setting	1
	Participating Students	1
	Staff	2
	Delivery of Services	3
	Report Format	3
II.	EVALUATION METHODOLOGY	6
	Evaluation Questions	6
	Process/Implementation	6
	Outcome	6
	Evaluation Procedures	6
	Sample	6
	Instruments	7
	Data Collection	7
	Data Analysis	7
	Limitations	8
III.	EVALUATION FINDINGS: IMPLEMENTATION	9
	Student Placement and Programming	9
	Instructional Activities	10
	English as a Second Language	10
	Content Area Subject	11
	Non-Instructional Activities	11
	Career-Oriented Activities	11
	Support Services	12
	Curriculum Development	12
	Staff Development	13
	Parental Involvement	14
IV.	EVALUATION FINDINGS: OUTCOMES	15
	Instructional Outcomes	15
	English as a Second Language	15
	Content Area Subjects	15
	Non-Instructional Outcomes	16
	Attendance	16
V.	CONCLUSIONS AND RECOMMENDATIONS	18

LIST OF TABLES

PAGE

TABLE 1: Distribution of Basics Students by Age and Grade 5

TABLE 2: Pretest/Posttest N.C.E. Differences on the Language Assessment Battery, by Grade 17

I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the Elementary and Secondary Education Act (E.S.E.A.) Title VII program, Bilingual Academic Services and Integrated Career Systems (BASICS) at Bayside High School, Queens. The program developed the English language skills of a multicultural, multilingual group of Limited English Proficient (LEP) students. It helped ease students' integration into society by providing them with career education and career exploration activities. The 1989 spring semester completed the project's second year of a three-year funding cycle.

SETTING

Bayside High School is located in a middle/working class neighborhood with a growing number of new immigrants. Asians and Hispanics comprise approximately one-fourth of the school population.

PARTICIPATING STUDENTS

Most of BASICS' students came from Asia (65 percent) or South America (14 percent). Of the 94 students registered in the spring, 40 percent spoke Korean as their native language, 27 percent spoke Chinese, and 17 percent spoke Spanish; the remaining 16 percent spoke either French, Italian, Polish, or Farsi.

The majority of BASICS students came from the tenth grade; the fewest students came from the ninth grade. (See Table 1.)

The overall figure of over-age BASICS students rose to 51 percent, 13 percent more than the previous year.

Twenty-four students, (23 percent), had been in the program one year or less. One third of the students had arrived in the country during the previous year and their exposure to English was very limited. Some students worked after school, which reduced their study time and made them tired during the school day.

STAFF

The assistant principal of foreign languages/E.S.L. acted as project director and was paid by tax-levy monies. She spent at least 40 percent of her time on the project. Title VII funded a curriculum resource specialist, who had a doctorate in Spanish literature and was a licensed Spanish teacher with certification in E.S.L. She had 16 years of experience in E.S.L./bilingual/ foreign language education and had been with the project since February 1988. Prior to her appointment, she had taught a beginning level E.S.L. class and served as co-coordinator of the school's E.S.L. program. She was proficient in English, Spanish, French, and Italian.

Staff members who served program students but were not funded by Title VII included one college advisor, one guidance counselor, one grade advisor, and two paraprofessionals (reduced to one in the spring semester).

The two paraprofessionals were funded in different proportions by P.C.E.N.'s state-reimbursable program and by tax-

levy monies. One of the paras was bilingual in Spanish. Her duties included tutorial programming, assisting teachers, and working in the office. The other para was bilingual in Korean. He tutored and also translated. He had to leave the country during the spring and the school did not replace him.

Staff members stressed the need for a full-time project director and more staff.

DELIVERY OF SERVICES

Students received instruction in three levels of E.S.L., English taught as a foreign language, and in two content area courses taught with an E.S.L. approach (global history and American history). Students attended mainstream classes in mathematics, science, and business/vocational subjects. A Spanish-speaking and a Korean-speaking paraprofessional assisted project students. The project provided career education through the E.S.L. curriculum, a job placement program, and extracurricular activities. Program personnel were involved in curriculum and staff development activities. The school provided support services in the form of tutorials, one-to-one counseling, and parental involvement activities.

REPORT FORMAT

This report is organized as follows: Chapter II describes the evaluation methodology; Chapter III presents an analysis of the qualitative findings of the evaluation; Chapter IV offers an analysis of the quantitative findings; and Chapter V gives

conclusions and recommendations based on the results of the evaluation.

TABLE 1

Distribution of BASICS Students by Age and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
14	4	0	0	0	4
15	4	2	1	0	7
16	2	20	2	1	25
17	0	16	7	3	26
18	0	4	16	3	23
19	0	0	3	5	8
20	0	0	1	2	3
TOTAL	10	42	30	14	96

Over-age Students

Number	2	20	20	7	49
Percent	20.0	47.6	66.7	50.0	51.0

Note: Framed boxes indicate expected age range for grade.

- Seventy-five percent of all program students were in grades ten and eleven.
- Fifty-one percent of program students were over-age for their grade.

II. EVALUATION METHODOLOGY

EVALUATION QUESTIONS

The evaluation assessed two major areas: program implementation and outcomes. Evaluation questions include the following:

Process/Implementation

- Did the program select students for program participation according to specific criteria?
- Did the program appraise and place target students according to their current level of performance?
- Did the program provide students with orientation, part-time supervised employment, and internship opportunities in areas of career interest?
- Did the curriculum specialist develop E.S.L.-based curriculum guides?

Outcome

- Was the average Normal Curve Equivalent (N.C.E.) gain on the LAB significant?
- What percentage of program students passed their E.S.L.-based courses in social studies?
- How did the attendance rate of program students compare with that of mainstream students?

EVALUATION PROCEDURES

Sample

An OREA field consultant observed E.S.L. classes and interviewed the school principal and the project director. OREA provided student data forms for the project population of 106

students.

Instruments

OREA developed an observation schedule to document the classroom environment, instructional activities, and materials. OREA also developed the interview guides used to evaluate personnel. Project BASICS used OREA-developed data retrieval forms to report student demographics, attendance, and achievement data. Bayside High School used the LAB to assess levels and improvement of students' English language skills.

Data Collection

OREA interviewed staff and observed classes during the spring of 1989. Data forms and questionnaires were distributed in the fall and spring, and collected at the end of each semester.

Data Analysis

OREA evaluated E.S.L. achievement by calculating LAB pretest/posttest differences for the 59 students for whom the project provided such data. In lieu of a comparison group, OREA used normal curve equivalents (N.C.E.s.)* An average gain of one N.C.E. is considered progress, and an average gain of seven N.C.E.s is considered exemplary. The office performed a t-test

*Raw scores were converted to N.C.E. scores, which are normalized standard scores. They have the advantage of forming an equal interval scale so that scores and gains can be averaged. For the norming population, N.C.E.s have a mean of 50, a standard deviation of approximately 20, and a range from one to 99. Scores can be compared to the norming population.

for the difference in means.

OREA calculated the percentage of students passing their E.S.L. and content area courses. The evaluation of attendance rate was done by a z-test comparing attendance rates of program and mainstream students.

Limitations

Since all program-eligible students were involved in the current project, it was impossible to select a control group. However, OREA applied the gap-reduction design using the national norms group for comparison purposes.

III. EVALUATION FINDINGS: IMPLEMENTATION

BASICS provided 106 students with E.S.L. instruction, social studies courses with an E.S.L. approach, and computer-assisted tutorials in E.S.L.. In addition, the project provided students with career orientation through E.S.L. classes, career conferences, and a part-time job placement program. The project's non-instructional component included guidance and counseling for students, peer-tutoring, training for staff members, curriculum development, and parental involvement activities.

STUDENT PLACEMENT AND PROGRAMMING

Students were assigned to the program after scoring below the 21st percentile on the Language Assessment Battery (LAB).* Staff interviewed the students, made a careful review of their documentation, and talked to their parents or guardians. A continuous stream of new admissions throughout the school year complicated the process.

Students were placed within the program according to their language proficiency. Beginning students took double-period E.S.L. classes. Students moved through the E.S.L. levels until they could be mainstreamed.

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*The New York City Board of Education developed the Language Assessment Battery (LAB) to measure the English-language proficiency of non-native speakers of English. The test attempts to determine whether or not a student's English skills enable him/her to participate effectively in classes taught in English. A LAB score below the twenty-first percentile entitles a student to bilingual and E.S.L. services.

INSTRUCTIONAL ACTIVITIES

English as a Second Language

BASICS offered beginning, intermediate, and advanced E.S.L. courses each semester. Beginning students attended a double period of E.S.L. funded by tax-levy and P.C.E.N. monies. Intermediate and advanced E.S.L. students took one daily period of E.S.L.. English was the only language used during these classes.

An OREA consultant observed a beginning-level E.S.L. class of 31 students. The first part of the class was dedicated to reviewing the homework. The teacher called on students to write sentences on the blackboard and then read them aloud, using vocabulary learned in the previous class. The teacher corrected spelling and usage. During the second part of the class, the teacher read the story, "A Captive Audience," and students discussed how the characters in the story solved the problem of boredom. The teacher stressed comprehension, vocabulary, and pronunciation. The atmosphere was formal and moderately structured. The students behaved well and interacted quickly with the teacher and other students.

The field consultant also observed an advanced-level E.S.L. class of 25 students. The class began with a review of homework; then the students read a story set in the Great Depression. The atmosphere was formal and quiet. Student participation was good.

Content Area Subjects

Global History III and American History II were taught in the fall with an E.S.L. approach. Global History III and American History II were taught in the spring. Mainstreaming began with mathematics and other subjects that emphasized English skills less.

NON-INSTRUCTIONAL ACTIVITIES

Career-Oriented Activities

- The curriculum resource specialist will have developed student apprenticeships/internships at 15 or more new sites.
- The program will organize at least one career conference for students, in which representatives of eight major career clusters will present options and skill requirements.
- As a result of participating in the program, 75 percent of the students will show a significant improvement in occupational aspiration.

The curriculum resource specialist wrote to several community agencies, senior centers, hospitals, and banks requesting they provide project students with internship opportunities. Eighteen students were placed in various organizations. BASICS met the first objective.

Project students attended a college mini-fair on May 11. They and their parents were also invited to a college information and financial aid career fair on May 24. Thus, the program met the second objective.

The evaluation design called for the use of a specific

career assessment inventory to determine increase in occupational aspiration. The instrument was no longer commercially available, so program staff developed a teacher-made questionnaire, which was used on a one-time basis, to assess students' career awareness. Only about 50 students responded, too few for OREA to assess the objectives.

Support Services

Support services included guidance, counseling, and tutoring. Bayside set up a resource room for these activities. The room also served as a library.

A guidance counselor, grade advisor, and college advisor provided BASICS students with academic, personal, career, and college counseling. All were monolingual, but this did not hinder their effectiveness - they relied on the paraprofessionals and on other students to interpret whenever necessary. The project director and the resource specialist also made themselves available to counsel students and worked together closely to establish a network of students' families.

The bilingual paraprofessionals were available for tutoring during several periods each day. Other staff members also tutored students according to individual needs.

Curriculum Development

- By the end of the second project year, the curriculum specialist will have developed eight subject matter-oriented instructional units for E.S.L.-based science, social studies, and mathematics.

- By the end of the second project year, the curriculum specialist will have developed E.S.L.-based curriculum guides in at least two career clusters.

The curriculum resource specialist developed five units on nationalism for Global Studies I, and five units on Latin America for Global History II. She also developed four units on matter for physical science and four on mathematics. The physical science units were on matter and included an introduction to chemistry.

The program met its curriculum objective. BASICS also met its career objectives. Staff developed two career clusters, one in music (including publishing techniques and relating) and one in food and nutrition (including careers in health services).

Staff Development

- By the end of the second year of the project, 85 percent of project staff members will participate in 90 percent of teacher training conferences and workshops.

Staff development activities took place on a school-wide basis. They included attendance at departmental meetings, workshops, conferences, and symposia, both in and outside the school. Bayside held a workshop on adapting E.S.L. curriculum to special education students, a staff meeting on the CUNY International English Language Institute application process, and a staff meeting on the E.S.L. curriculum.

The curriculum resource specialist attended outside workshops on proposal writing, planning bilingual careers, and teaching foreign languages. She also attended an Asian-American

Seminar. The program easily met its staff development objective.

Parental Involvement

- As a result of participating in the program, the proportion of program students' parents who participate in Open School Day/Evening will be equal to or greater than the proportion of mainstream students' parents who participate in this activity.

Staff members actively sought parents' cooperation and involvement, on the assumption that parents' attitudes determine students' attitudes and opinions, as well as students' commitment to schooling.

At an orientation meeting at the beginning of the school year, staff gave parents an overview of BASICS, general information on the U.S. school system, and other information on their children's education.

The project held parent-teacher conferences in the fall and spring. Attendance was disappointing on both occasions, despite the scheduling of the conferences prior to parent advisory council meetings.

OREA could not assess this objective because Bayside furnished no information on attendance by parents of mainstream students.

IV. EVALUATION FINDINGS: OUTCOMES

INSTRUCTIONAL OUTCOMES

English as a Second Language

- E.S.L. students participating in the program will make statistically significant gains in English language proficiency.

The program used the English language version of the LAB to assess students' achievement in English. OREA's analysts computed a correlated *t*-test on students' normal curve equivalent (N.C.E.) scores on the pretest and posttest. The *t*-test determined whether the difference between means was significantly greater than could be expected from chance variation alone.

Complete LAB pretest and posttest scores were available for 59 students. The difference in means was statistically significant ($P < .05$) for the group as a whole, and for students in grade 10 and 11. (See Table 2.)

Project BASICS achieved the proposed E.S.L. objective.

Content Area Subjects

- At least 75 percent of students enrolled in E.S.L. content based classes (science, mathematics, social studies) will score at or above the 65 percent passing criterion.

The project offered E.S.L.-based content area courses in global and American history. It selected students for these courses by their ability to understand some spoken English. An analysis of performance in these courses showed that 65 out of 79 students in the fall (82.3 percent) and 56 out of 69 students in the spring (81.2 percent) obtained a score of 65 or higher,

thereby meeting the program objective for this area.

Students ready for more advanced content area courses were interviewed by the department heads and programmed accordingly into the mainstream courses. No objective was set for these courses, but more than 73 percent of the project students achieved a passing grade of 65 or higher in mathematics, science, and social studies.

NON-INSTRUCTIONAL OUTCOMES

Attendance

- As a result of participating in the program, students' attendance will be significantly higher than that of mainstream students.

Attendance improved over the previous year, three percentile points in the fall and seven percentile points in the spring, for an overall rate of 85.2 percent. However, the schoolwide attendance rate was 90.7 percent. Therefore, the project did not achieve its attendance objective.

TABLE 2

Pretest/Posttest N.C.E. Differences on the
Language Assessment Battery, by Grade

Grade	Number of Students	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Difference Mean	Difference S.D.	t Value
9	2	8.5	2.12	21.5	20.5	13.0	18.4	1.00
10	22	18.0	11.3	23.2	12.2	5.2	11.4	2.14*
11	20	18.0	10.4	27.2	11.4	9.2	13.6	3.02*
12	15	24.5	7.3	25.2	10.8	.7	8.8	.32
TOTAL	59	19.3	10.3	25.0	11.6	5.7	12.0	3.63*

*$p < .05$

- Project students made statistically significant gains on the LAB, thus meeting the proposed objective.

V. CONCLUSIONS AND RECOMMENDATIONS

In its second year of operation, Project BASICS served 106 Limited English Proficient students at Bayside High School. BASICS' aim was to develop the English language skills of this multicultural, multilingual group and to help their acculturation process by providing them with career education and career exploration activities.

The project provided instruction in E.S.L. and in social studies taught with an E.S.L. approach, and supplied career education through the E.S.L. curriculum, a job placement program, and extracurricular career-oriented activities.

Project students made significant gains in English-language proficiency as measured by the LAB, and BASICS met the proposed objective for social studies taught with an E.S.L. approach. Project BASICS achieved its objectives for staff development and curriculum development, and met two of its three objectives for career-oriented activities. OREA could not assess the achievement of objectives for parental involvement because of lack of data. The project did not meet the student attendance objective.

OREA's conclusions, based on the findings of this evaluation, lead to the following recommendations:

- Strengthen efforts to improve students' attendance.
- Keep records of parents' attendance at project activities.
- Develop and implement new techniques to increase

parental involvement.

- Revise the evaluation design: find (or create) and use an instrument to measure whether students' occupational aspirations improve.